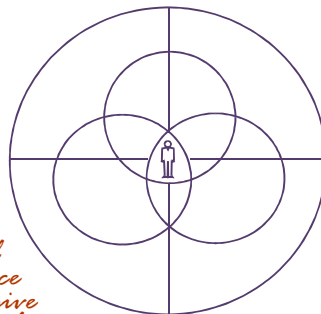


# The Idaho Comprehensive School Counseling Program Model

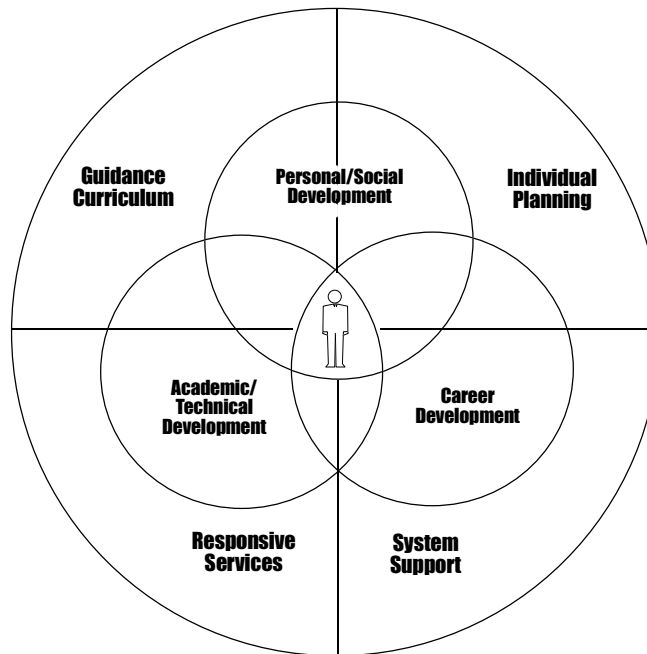
The diagram illustrates the Idaho Comprehensive School Counseling Program Model. It features a large circle divided into four quadrants by a vertical and a horizontal line. Each quadrant contains a smaller circle that overlaps with the other three. The four circles are labeled: 'Guidance Curriculum' (top-left), 'Individual Planning' (top-right), 'Responsive Services' (bottom-left), and 'System Support' (bottom-right). In the center, where all four circles overlap, is a small icon of a person standing. The entire diagram is set against a light blue background.



Revised June, 2000

*p d f (portable document format/Internet) version*

# THE IDAHO COMPREHENSIVE SCHOOL COUNSELING PROGRAM MODEL



## A GUIDE FOR K - 12 PROGRAM DEVELOPMENT

*Second Edition*

*Revised June, 2000*

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# **The Idaho Comprehensive School Counseling Program Model**

## *A Guide for K-12 Program Development*

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# IDAHO COMPREHENSIVE SCHOOL COUNSELING PROGRAM MODEL

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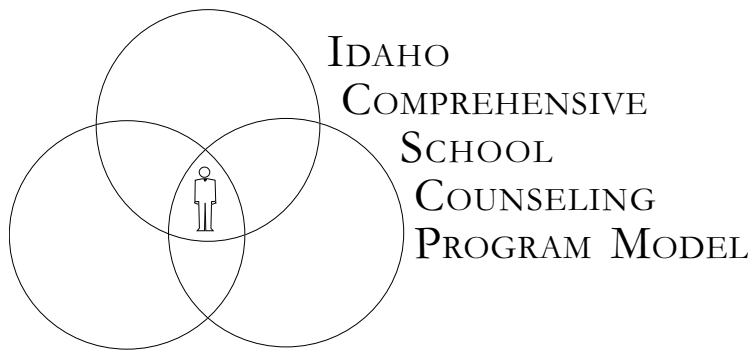
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# Introduction

## MESSAGE FROM STATE SUPERINTENDENT AND STATE ADMINISTRATOR

To Idaho Guidance and Counseling Professionals:

Since the State Board of Education first adopted Idaho's "Comprehensive Guidance and Counseling Program Model," much has changed for students, counselors, teachers, and administrators. Concerns over achievement standards, increased interest in career awareness programs, questions about school safety, a growing interest in schools' roles in teaching character education to students — all of these and other issues have broadened the audience for counseling skills.

This shift has produced two important results. One is that school counselors are now perceived as members of each school's educational team. The other is that more and more, the classroom teacher and the school administrator must be competent and knowledgeable about the counseling needs of their students. Put another way, every staff member in a school cares about developing strong academic, social, and emotional skills in students, and every staff member has a stake in helping each student anticipate and prepare for a satisfying and productive future.

As a result, not only are counselors responsible for the traditional counseling and career-planning programs, they are also advisors and teachers to their staff peers, helping classroom teachers work effectively with students who need extra attention and support. Counseling is an integral part of what we all do, whatever our roles in the school system.

The comments of counselors, administrators, teachers, community leaders, and business interests have been included in the preparation of this document because all of these interests are the intended audience. All believe that school counseling programs are an important way of helping all students have safe and successful school experiences that lead to rewarding work and satisfying personal and community relationships. The revised ***Idaho Comprehensive School Counseling Program Model*** is a rich resource for every professional involved in public education.

Marilyn Howard, Ed.D.

Mike Rush, Ed.D.

## VISION STATEMENT

Idaho schools will be places where all students are motivated to learn and to be intellectually curious with the help of school counseling programs.

Every student will graduate with the knowledge, skills, and responsibility to build a stronger America.

Families, students, and educators will come together to prepare knowledgeable citizens for a new tomorrow.

Excellence will be the standard for all students who will have access to the tools and programs they need to achieve their greatest creative, academic, and career goals.

The school counseling program will be shared responsibility of all school district personnel.

Idaho colleges of education will include instruction in the Idaho Comprehensive School Counseling Program Model for teachers, counselors, and administrators.

The Department of Education and the Division of Professional-Technical Education commit to providing counseling leadership and assistance to achieve this vision.

## STATEMENT OF PURPOSE

**Comprehensive School Counseling Programs:** “In each Idaho school, a comprehensive guidance program will be provided as an integral part of the educational program.” (Section 33-122, Idaho Code; IDAPA 08.02.03.07)

**Student Learning Plans:** “No later than grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options.” (Section 33-122, Idaho Code; IDAPA 08.02.03.04(b))

The primary purpose of the *Idaho Comprehensive School Counseling Program Model* is to assist local districts in developing their own counseling program as they help all students develop parent-approved student learning plans. This model is one from which school districts may extract those components that best meet their individualized needs. The intent of the program standards is to address the education of the whole person.

# INTRODUCTION

Today, school counseling is a vital, integral part of the total educational system. Administrators, teachers, and counselors view school counseling as a program rather than a service. It has become a vital link in the total package of education delivered to our youth. A school counseling program must be available to all students. It must consist of curriculum activities that address and meet the various student educational needs. It must also be part of counselor, teacher, and administrator education programs being taught at Idaho colleges and universities. Across the nation, school counselors are responding to these expectations by changing traditional counselor centered services to student centered programs. Idaho has been a leader in the nation. Changing to the concept of a developmental program demands a model that encourages a redirection of school counseling programs.

**The Idaho Comprehensive School Counseling Program Model continues to help counselors, administrators, and teachers develop, implement, and evaluate individualized school counseling programs for their own schools and districts.**

During the past decade, the national conscience has been challenged as to how youth are prepared to assume productive life roles in these changing times. It has become apparent that more emphasis and attention to the development of the whole person is necessary to help students become responsible, productive, and contributing members of society. Students need to gain skills that will benefit them throughout their lives in the various roles they choose as family members, workers, friends, and community members. Skills such as **decision-making, written and verbal communication, problem-solving, information gathering and analysis, critical thinking, assuming personal responsibility, acquiring self-knowledge and interpersonal skills, and analysis of one's behavior and its impact on others** are some of the life skills that productive people need in order to continue their own development toward a strong self identity.

While school counseling programs have always played an important role in the total educational process, school counseling has historically been perceived as an "ancillary service" and an addition to the school's instructional program. In this perspective, school counseling was expected to assist those who cannot or will not gain full benefit from available instruction. While the "ancillary service" model has produced quality in services, it has several characteristics that are barriers to helping all students reach their potential.

There is a general belief that public schools are at a critical point, and priorities must change if schools are to provide the education that will help youth fully function in society. The youth of Idaho are a most valuable resource. The public school system has the greatest challenge—preparing students for satisfying careers and responsible family and community citizenship.

*"It has become apparent that more emphasis and attention to the development of the whole person is necessary to help students become responsible, productive, and contributing members of society."*

# IDAHO COMPREHENSIVE SCHOOL COUNSELING PROGRAM DEFINITION

A school counseling program is an integral part of the total educational system. It is pro-active, clearly defined, accountable, and developmental by design. It includes sequential activities organized and implemented by certified school counselors, teachers, administrators, students, parents/guardians, and community members. A school counseling program shall include the following delivery methods:

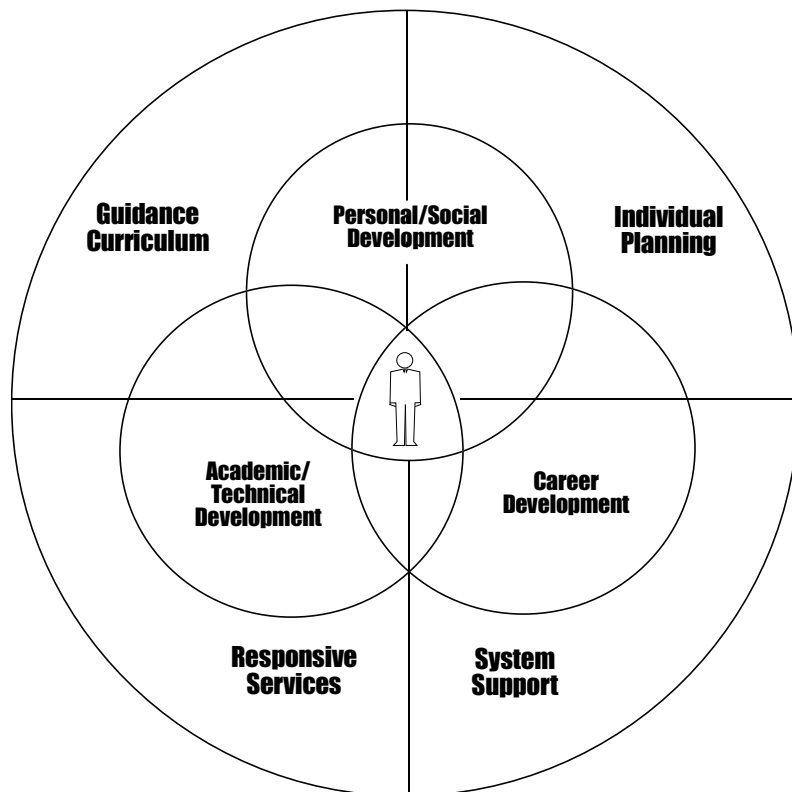
1. Guidance Curriculum
2. Individual Student Planning
3. Responsive Services
4. System Support

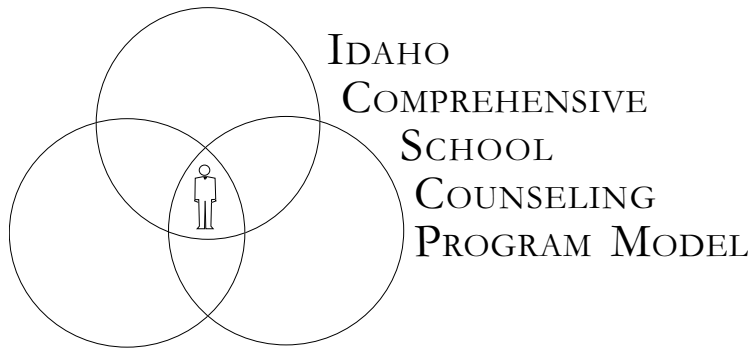
The program addresses the needs of all students within the:

**Academic/Technical Development Domain**

**Career Development Domain**

**Personal/Social Development Domain**





# Planning and Design

# PHILOSOPHY STATEMENT

A school counseling program . . .

- is a program rather than a service that provides a vital link to the total instructional system of the school.
- has a curriculum based on the educational needs of all students.
- contains measurable student competencies which address behaviors necessary to function effectively.
- seeks to attain educational excellence through individual excellence.
- is an integral part of the student's total educational experience.
- includes parent/guardian, teacher, and community involvement.
- is designed to address the needs of all students, K-12.
- shall be consistent with expected developmental stages of learning.
- provides developmental as well as preventative and remedial services.
- will involve the school, family, and business community.
- will include counselor's professional development necessary to maintain quality programs.
- shall be evaluated on stated objectives and related student achievement.

## RATIONALE

School counseling is an integral part of each school's educational program supporting a base of academic success for each student. By design, it is developmental and focuses on milestones that follow sequentially as pre-school children become young adults. Counseling programs contain sequential activities that are organized and implemented by certified school counselors, teachers, and administrators, in collaboration with students, parents/guardians, and members of the local community. The delivery methods of a school counseling program include:

1. A guidance curriculum that identifies competencies to be attained by all students at various stages of their development, and provides activities to help them achieve these competencies.
2. Individualized planning with students and their parents/guardians in the areas of personal/social, academic/technical, and career development.
3. Responsive services of counseling, consultation, and referral.
4. System support functions that promote effective delivery of the school counseling program.

*"School counseling is an integral part of each school's educational program supporting a base of academic success for each student."*

# **BENEFITS OF THE SCHOOL COUNSELING PROGRAM**

## ***BENEFITS FOR STUDENTS***

The school counseling program . . .

1. Prepares students for the challenges of the twenty-first century through academic/technical, career, and personal/social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem-solving skills.
5. Assists in developing effective interpersonal relationship skills.
6. Enhances personal development.
7. Broadens knowledge of our changing world.
8. Promotes advocacy for students.
9. Encourages facilitative, cooperative peer interactions.
10. Fosters resiliency factors for students.
11. Facilitates equitable access to educational opportunities.
12. Assists students to understand information.

## ***BENEFITS FOR PARENTS/GUARDIANS***

The school counseling program . . .

1. Prepares their children for the challenges of the twenty-first century through academic/technical, career, and personal/social development.
2. Provides support for parents/guardians in advocating for their children's academic/technical, career, and personal/social development.
3. Develops a structure for their children's long-range planning and learning.
4. Increases opportunities for parent/guardian interaction with school personnel.
5. Increases parents/guardians to access school and community resources.
6. Assists parents/guardians in interpreting their children's test and assessment results.

## ***BENEFITS FOR TEACHERS***

The school counseling program . . .

1. Enhances an interdisciplinary team effort to address student needs and educational goals.
2. Assists teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance roles.
4. Assists teachers in interpreting test and assessment results.

## ***BENEFITS FOR ADMINISTRATORS***

The school counseling program . . .

1. Integrates school counseling with the mission of the school.
2. Provides a program structure with specific content.
3. Uses school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating school counseling programs.

### ***BENEFITS FOR BOARDS AND DEPARTMENTS OF EDUCATION***

The school counseling program . . .

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality counseling program is available to all students.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Gives ongoing information about student achievements attained through school counseling program activities.

### ***BENEFITS FOR SCHOOL COUNSELORS***

The school counseling program . . .

1. Provides a clearly defined role and function.
2. Provides direct support to all students.
3. Provides a tool for program management and accountability.
4. Enhances the role of the school counselor as a student advocate.
5. Ensures involvement in the academic mission of the school.
6. Identifies non-counseling functions.

### ***BENEFITS FOR COUNSELOR AND TEACHER EDUCATORS***

The school counseling program . . .

1. Enhances collaboration among counselor education programs, teacher education programs, and public schools.
2. Provides exemplary supervision sites for school counseling internships.
3. Increases opportunities for collaborative research on school counseling program effectiveness.

### ***BENEFITS FOR POSTSECONDARY INSTITUTIONS***

The school counseling program . . .

1. Enhances articulation and transition of students to postsecondary institutions.
2. Prepares students for advanced educational opportunities.
3. Motivates students to seek a wide range of substantial postsecondary options.

### ***BENEFITS FOR STUDENT SERVICES PERSONNEL***

The school counseling program . . .

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

### ***BENEFITS FOR THE BUSINESS COMMUNITY***

The school counseling program . . .

1. Increases opportunities for local employers to actively participate in shaping total school program.
2. Provides increased opportunity for collaboration.
3. Provides a potential workforce of students with decision-making skills, pre-employment skills, and increased worker maturity.

***BENEFITS FOR THE COMMUNITY***

The school counseling program . . .

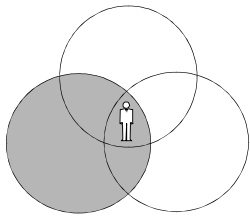
1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Supports economic development through quality preparation of students for the world of work.

# STANDARDS AND KEY INDICATORS FOR ASSISTING STUDENTS IN COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

## OVERVIEW

The purpose of a comprehensive counseling program in a school setting is to promote and enhance the learning process. To that end, the school counseling program facilitates student development in three broad domains: Academic/Technical Development, Career Development, and Personal/Social Development. These standards are based on nationally recognized standards developed by the American School Counselor Association in 1997.

## STANDARDS

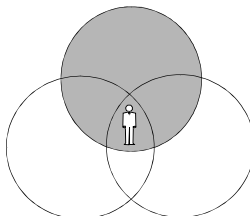
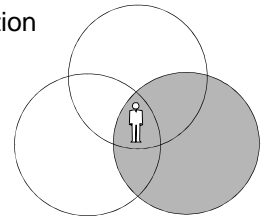


### ACADEMIC/TECHNICAL DEVELOPMENT DOMAIN

- Standard A:** Students will acquire the attitudes, knowledge and skills that contribute to effective life-long learning.
- Standard B:** Students will learn strategies to achieve academic/technical success and satisfaction.
- Standard C:** Students will understand the relationship among education and training, personal qualities, and the world of work.
- Standard D:** Students will understand the relationship of academics to life in the community and at home.

### CAREER DEVELOPMENT DOMAIN

- Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Standard B:** Students will employ strategies to achieve career success and satisfaction.
- Standard C:** Students will demonstrate skills for locating, maintaining, and advancing in a job.
- Standard D:** Students will understand diversity and transition issues in today's workforce.



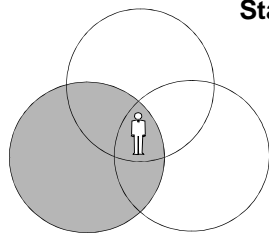
### PERSONAL/SOCIAL DEVELOPMENT DOMAIN

- Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C:** Students will understand safety and survival skills.

## KEY INDICATORS

These are not intended to include all key indicators. Local school districts may want to add as they see fit. The following describes the standards and key indicators for each domain:

### ACADEMIC/TECHNICAL DEVELOPMENT DOMAIN



**Standard A:** *Students will acquire the attitudes, knowledge and skills that contribute to effective life-long learning.*

Key Indicators:

- Describe how educational achievements and life experiences relate to future opportunities.
- Demonstrate skills in assessing possible outcomes of education and life choices over time.
- Identify how changing preferences can affect life goals (e.g., values, work environment).

**Standard B:** *Students will learn strategies to achieve academic/technical success and satisfaction.*

Key Indicators:

- Describe personal criteria for making decisions about education and life goals.
- Describe the effects of education, work, and family on individual decision-making.
- Identify personal and environmental conditions that affect decision-making.
- Apply time management and task management skills.
- Apply the study skills necessary for academic success at each level.
- Utilize assessment results in educational planning.

**Standard C:** *Students will understand the relationship among education and training, personal qualities, and the world of work.*

Key Indicators:

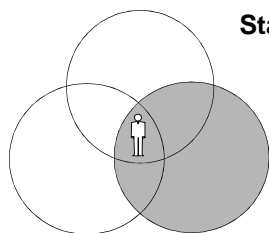
- Demonstrate skills in using self-knowledge and knowledge of work to develop education and training goals.
- Define expectations and establish short and long-range goals.
- Identify specific strategies to accomplish life goals including knowledge, skills, and abilities necessary for success.

**Standard D:** *Students will understand the relationship of academics to life in the community and at home.*

Key Indicators:

- Describe the importance of learning as it affects values and life style.
- Describe how the needs of the community affect life choices.
- Demonstrate an understanding of local, state, and global economies and how they affect individuals.

## **CAREER DEVELOPMENT DOMAIN**



**Standard A:** *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

Key Indicators:

- Use research and information resources to obtain career information.
- Describe factors that contribute to evaluating and interpreting information.
- Gather information to identify post high school options including all aspects of postsecondary education, work, and military.
- Identify risks and rewards of various career options.
- Describe information related to prospective employers, organizational structures, and employer expectations.
- Describe the importance of networking, negotiating, and mentoring in career development.

**Standard B:** *Students will employ strategies to achieve career success and satisfaction.*

Key Indicators:

- Describe personal criteria for making decisions about education, training, and career goals.
- Describe the effects of education, work, and family decisions on individual career decisions.
- Identify personal and environmental conditions that affect decision-making.
- Describe personal consequences of making and not making decisions.

**Standard C:** *Students will demonstrate skills for locating, maintaining, and advancing in a job.*

Key Indicators:

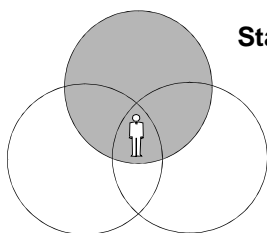
- Identify placement support services that are available through educational institutions and public and private agencies.
- Demonstrate skills in describing yourself on paper (e.g., resume, letter of introduction and job applications).
- Demonstrate skills and abilities essential for a successful job interview.
- Identify potential employers and obtain pertinent information (e.g., benefits, contact personnel, and hiring practices).
- Identify strategies to support advancement (e.g., on-the-job training, continuing education, performance ratings, and mentors).
- Demonstrate how attitudes and behaviors influence potential employers.
- Describe the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

**Standard D: *Students will understand diversity and transition issues in today's workforce.***

**Key Indicators:**

- Describe recent changes in norms and attitudes related to a diverse workforce.
- Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and work environments.
- Identify transition activities (e.g., reassessment of career goals, occupational and technological changes) as an ongoing aspect of career development.
- Describe strategies to use during career transitions from school to work during career changes throughout life.

**PERSONAL/SOCIAL DEVELOPMENT DOMAIN**



**Standard A: *Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.***

**Key Indicators:**

- Identify personal interests, abilities, and skills.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.
- Describe how one's behavior influences the feelings and actions of others.
- Describe the relationship between personal behavior and self-concept.
- Describe advantages and disadvantages of various life roles.
- Identify environmental influences on one's behaviors.

**Standard B: *Students will make decisions, set goals, and take necessary action to achieve goals.***

**Key Indicators:**

- Describe how personal beliefs and attitudes affect decision-making.
- Describe how learning and development is a continuous process with a series of choices.
- Demonstrate decision-making skills by identifying a problem or goal, gathering information, determining alternative solutions, and anticipating consequences.
- Describe how expectations of others can affect personal, educational, and career decisions.
- Specify how individual characteristics relate to achieving personal, social, educational, and career goals.
- Develop an action plan to solve a problem or achieve a goal.

**Standard C: *Students will understand safety and survival skills.***

**Key Indicators:**

- Identify feelings associated with significant experiences.
- Identify symptoms of stress and appropriate coping skills.
- Demonstrate skills in negotiating, problem solving, and conflict resolution.

- Describe changes that occur in the physical, psychological, social, and emotional development over time.
- Describe the importance of family, educational, leisure, and career activities to mental, emotional, physical and economic well being.
- Demonstrate behaviors that maintain physical and mental health.
- Describe the impacts of substance abuse and abusive behavior.
- Describe strategies to identify and prevent violence.
- Describe the relationship among rules, laws, safety, and the protection of an individual's rights.

# KEY COMPONENTS OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

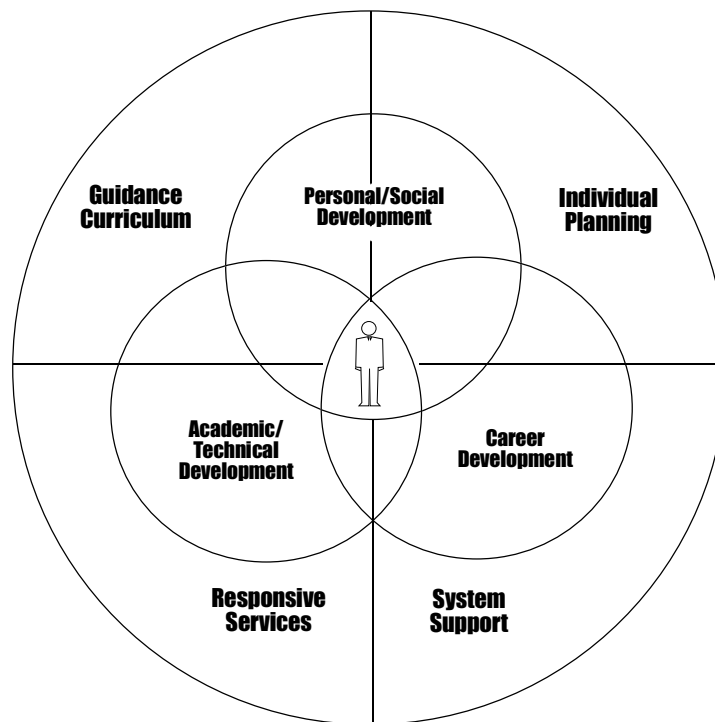
Long-range planning is an important part of the development of an organization that is striving to improve, but should not be rigid and inflexible when changing circumstances indicate a need for revision and updating. Developing a strategic plan requires leadership, program design, plans for transition, and evaluation. The prevailing style of program management will undergo transformation.

## ***STRUCTURAL COMPONENTS: THE FIVE AREAS OF PLANNING AND EVALUATION***

- Programs\*
- Personnel
- Planning
- Logistics
- Communications

## ***\*DELIVERY METHODS: KEY PART OF THE PROGRAM COMPONENT***

- Guidance Curriculum
- Individual Student Planning
- Responsive Services
- System Support



## **STRUCTURAL COMPONENT: PROGRAMS**

### **Local Program Philosophy**

Local school districts are encouraged to develop their own philosophy statement using this program model as a guide.

### **Delivery Methods**

The school counseling program aims primarily at placing the developmental needs of students as a top priority. It also responds to students when they have special decisions to make or problems to face. (See Appendix C, *Sample Delivery Methods of a Counseling Program*.)

A school counseling program will display three important and essential characteristics:

1. Language describing the program will outline student actions. The person who reads the description will have a clear impression of what will happen if the program is successful in achieving its goals.
2. The counselor role is program-focused. Counselor's time will be spent implementing a program that has student needs-based goals and objectives.
3. Counselors have clearly defined and mutually understood staff relationships. The counseling program design needs to foster creative working relationships among counselors, teachers, administrators, and other support personnel.

### **Guidance Curriculum**

The Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and group activities for all students in grades K-12. The purpose of this curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health and to assist them in acquiring and using life skills. The curriculum is organized to help students acquire, develop, and demonstrate competency within the three domains. (See Appendix D, *Sample Guidance Curriculum: Scope and Sequence*.)

The counselor's responsibilities include planning, designing, implementing, and evaluating the guidance curriculum. This curriculum may be delivered through such strategies as:

#### *Classroom Activities*

Counselors team teach or assist in presenting activities or units. These activities may be delivered in the classroom, counseling center or other school facilities. (See Appendix E, *Sample Learning Activity Outline*).

#### *Group Activities*

Counselors conduct groups outside the classroom to respond to school or student interests and needs. Counselors plan and lead structured activities to increase the skills and knowledge of students.

#### *Interdisciplinary Curriculum Development*

Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the guidance curriculum. The scope and sequence of the guidance curriculum may include units delivered through other classroom disciplines.

### Individual Student Planning

Individual student planning consists of coordinating activities that assist students, with the help of their parents/guardians, to develop, monitor, and manage their student learning plan. Within this delivery method, students evaluate their academic/technical, career, and personal/social goals. These activities may be delivered on an individual or group basis.

Individual planning is implemented through such strategies as:

#### *Case Management*

Counselors may monitor individual student progress and planning in the academic/technical, career, and personal/social domains.

#### *Individual Appraisal*

Counselors may assist students in using self-appraisal information. Together they analyze and evaluate abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes a basis for developing short- and long-term plans for students.

#### *Individual Advisement*

Involvement of students, parents/guardians, and school staff in planning a program that meets individual needs of students is a critical part of advisement. Counselors work directly with students to enhance academic/technical goals, career goals, and personal-social growth. An example would be the development and annual review of a student's learning plan.

#### *Placement*

Counselors may assist students as they progress through school and into the world of work. The focus is providing information, reviewing options, counseling in the face of personal conflict, and referral.

### Responsive Services

Responsive services consist of coordinating activities to meet needs and concerns of students through consultation, personal counseling, crisis counseling, and referral. This delivery method may be initiated by students through self-referral, teachers, parents/guardians, or others. Responsive services are delivered through these strategies:

#### *Consultation*

Counselors consult with students, parents/guardians, teachers, other school personnel, and community agencies regarding strategies to help students. School counselors serve as student advocates.

#### *Personal Counseling*

Personal counseling assists students with school success. Counseling on a small group or individual basis may be provided. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken. Such counseling is normally short-term in nature. School counselors do not provide therapy. When necessary, appropriate referral sources are used.

#### *Crisis Counseling*

Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and their families facing crisis situations. Such counseling is normally

short-term in nature. When necessary, appropriate referral sources are used. School counselors should provide a leadership role in the district's crisis intervention team process.

#### *Referral*

Counselors refer students and their parents/guardians to community agencies to deal with long-term situations that may include suicide, violence, emotional abuse, physical and sexual abuse, neglect, substance abuse, teen pregnancy, and divorce. To assure support, counselors need to maintain ongoing communication with involved agencies and referred students. Referral sources may include mental health agencies, vocational rehabilitation, social services, employment and training programs, and juvenile justice services.

#### System Support

This component provides support for the preceding delivery methods. It has two parts: management activities and activities or services implemented by counseling staff that support the total educational program. Management activities include budget, facilities, policies and procedures, research, and resource development. These management activities make possible the following, which the counseling staff initiates:

#### *Professional Development*

Counselors must regularly update their professional knowledge and skills. This may involve participating in, or delivering in-service training, attending professional meetings, completing relevant course work, and contributing to professional publications.

#### *Staff and Community Relations*

Counselors orient staff and community members to the counseling program through the use of newsletters, local media, and school and community presentations. Counselors serving on community or advisory boards may be examples of ways to generate community support. Serving on department or grade level curriculum committees and being involved in playground or activity supervision assist in generating staff support.

#### *Consultation with Teachers and other Staff*

Counselors consult with teachers and other staff members regularly to provide information and support to staff and to receive feedback on emerging needs of students.

#### *Parent/Guardian Outreach*

Counselors are available to provide ongoing support and information for parents/guardians regarding their children's personal/social, academic/technical, and career development, and to provide another important link between the classroom and the home.

#### *Community Outreach*

Activities may be designed to help counselors and teachers become knowledgeable of community resources, local culture, employment opportunities, and local labor market information. Counselors network with local businesses, industries, and social service agencies on a periodic basis.

#### *District Committees and In-service*

Counselors should serve on departmental curriculum committees and advisory boards to generate school-wide and district support. They may provide in-service instruction in the guidance curriculum and areas of special concern to the school and community.

### *Research and Development*

Counselors need to utilize available research in the development of the school program to recognize student and community assets and needs. Broad-based data may be used to evaluate the effectiveness of the program.

### **Time Distribution**

Expectations of what a comprehensive counseling program will accomplish are related to the four program delivery methods and three domains. The percentages of time will vary from school to school but must be based on reaching *all* students. The developmental needs of all students enrolled in the school dictate the assignment of time.

The following are recommended ranges for each level: elementary, middle school/junior high, and high school. Appendix B, *Sample Time and Task Analysis*, contains time and task logs for collecting data on current percentages.

<b>Program Time Distribution</b>			
<b>Delivery Method</b>	<b>Elementary School</b>	<b>Middle School/ Junior High</b>	<b>High School</b>
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

## **STRUCTURAL COMPONENT: PERSONNEL**

### **Staffing Patterns**

School counselors shall have State of Idaho Certification with appropriate endorsement.

School counselors at the elementary, middle, junior high, and high schools are most effective if appropriate student/counselor ratios are followed. The goal established by the Idaho State Board of Education Administrative Rules is four hundred (400) students for each counselor. The Northwest Association of Schools and Colleges standard for accreditation is four hundred (400) students for each counselor. The American School Counselors Association recommends an ideal ratio of one hundred (100) students to a maximum of three hundred (300) students for each counselor.

Staffing of the school counseling program includes sufficient secretarial support to enable the program to achieve its objectives.

It is important to develop an accountability plan for counseling personnel. An accountability plan may also help identify needs for staffing or re-alignment of time in order to meet goals of the counseling program.

Identifying the special skills of staff members (counselors, teachers, administrators, clerical staff, paraprofessionals, and other support personnel) is critical in carrying out counseling program activities. This may be a place where differentiated assignments of counselors could best serve the K-12 counseling program.

### **Advisory Committee**

An advisory committee is a source of advice to the school administration, counselors, and other members of the program development team. Information and insight on parental expectations for students, economic forecasts, and expectations of the school and the community can add much to the depth and timeliness of the program. The committee serves as a communication link between the school counseling program and the community at large. A typical advisory committee meets twice per year. See Appendix A, *School Counseling Advisory Committees*, for guidelines.

An advisory committee provides support, offers advice, reviews present activities, and encourages new activities to meet the goals of the school counseling program. Advisory committees may include school staff, parents/guardians, school board members, students, and business and community leaders representing K-12. It may be organized at the district or individual building level. Responsibilities of an advisory committee may be assumed by or organized within an existing group such as:

- School or district-wide advisory council;
- School or district-wide professional-technical advisory committee;
- Safe and Drug Free Schools advisory committee; or
- Combination of the above.

### **STRUCTURAL COMPONENT: PLANNING**

Those activities associated with strategic planning through which needs are regularly assessed; needs-based program activities are designed, implemented and monitored. See *Implementation* section pages 39-43.

### **STRUCTURAL COMPONENT: LOGISTICS**

#### **Budget**

An adequate school counseling program budget should be established to reflect program needs. The counseling staff participates in budget planning by providing information regarding funds needed for supplies, materials, equipment, and media/technology. The counseling program budget should be developed the same as other budgets in the school.

#### **Facilities**

A counseling center needs to be established in each school. It should be large enough to adequately house personnel, resources, equipment, and be accessible to all students. The minimum requirements for a counseling center are:

1. Space for current counseling resource materials, furniture, and equipment appropriate to the school setting;
2. Private work space, properly equipped, soundproofed, and appropriately located;
3. Designated space for individual and small- and large-group use;
4. Secure storage space;
5. Private telephone for each counselor;
6. Computer for each counselor;
7. Computer-based career information system that is student and parent/guardian accessible.

## **Resources**

Resources should be available for each of the program domains: academic/technical development, career development, and personal/social development. It is important to identify resources and how they can be utilized through guidance curriculum, individual student planning, responsive services and system support. Assessing resources requires a systematic and thorough review of the current counseling program activities, space, time allocation, equipment, staff expertise, and community resources. The following resources and activities are essential to the implementation of a counseling program.

### Materials/ Equipment

Inventory school equipment and materials that may be used in the counseling program. Staff members should indicate any new equipment and materials that may be needed to add to the school district's next annual budget. An example would be the Idaho Career Information System (CIS), computers, Internet access, and video playback equipment.

### Library/Media

Work with media generalists to establish career centers and resources within the school library/media centers. Encourage local libraries to also provide similar services.

### Staff Expertise

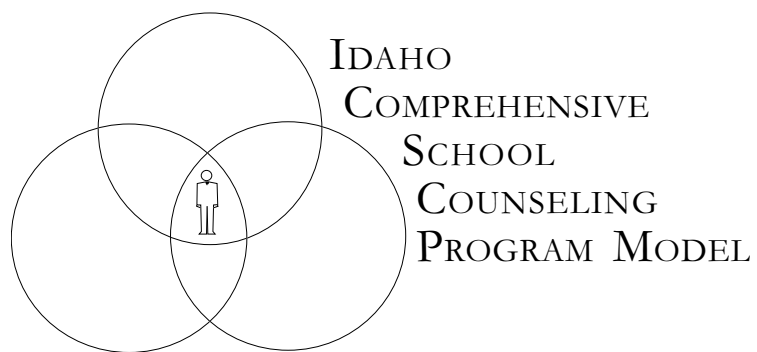
Identify the special skills of staff members that may be helpful in carrying out counseling program activities. Staff members include: teachers, school nurses, administrators, resource officers, bus drivers, specialists, custodians, cooks and teacher aides.

### Community

Identify state and local resources that can provide support to the counseling program and fit each of the four program delivery methods. Resources may include local parent organizations, mental health agencies, community service clubs, senior citizen and retiree groups, regional and local ethnic groups or societies, local businesses, Job Service offices, Chambers of Commerce, labor unions, professional organizations, faith communities, the military, and other community entities.

## **STRUCTURAL COMPONENT: COMMUNICATION**

Includes those activities through which both internal and external constituents are kept informed of issues and events associated with the program. In essence, this entails "minding our public image" at all steps of the program development/improvement process.



# Implementation

# IMPLEMENTATION

Initial planning is essential for implementing a quality school counseling program. The steps outlined in this section will help school districts make the transition to a more comprehensive program. Implementation may progress over several years.

## ***GETTING ORGANIZED***

The challenge that school districts face is making smooth transitions in program development. As program implementation proceeds, there are a number of points to keep in mind such as the need to identify successes and areas of possible improvement.

## ***LOCAL IMPLEMENTATION SCHEDULE CHECKLIST***

There are several desirable steps to implement a comprehensive school counseling program. The checklist is intended to be a guide, not a rigid sequential pattern. Many of these steps overlay each other to some extent or take place concurrently.

- ☐ Meet with the administration and school board to gain support.
- ☐ Select and meet with the advisory committee.
- ☐ Write a program definition, philosophy and vision statement based on the *Idaho Comprehensive School Counseling Program Model* along with the local school district goals.
- ☐ Begin developing a program assessment and evaluation plan.
- ☐ Complete a needs assessment.
- ☐ Develop a time line of counseling program implementation activities.
- ☐ Identify key indicators of student competencies.
- ☐ Complete the *Counselor Time and Task Analysis Log*.
- ☐ Develop and implement sequential activities through the four delivery methods for each grade level to meet the local district and community needs.
- ☐ Develop calendars for the counseling program.
- ☐ Evaluate the counseling program.

## **IMPLEMENTATION SCHEDULE CHECKLIST DESCRIPTIONS**

### **Meet with the administration and school board to gain support.**

By adopting The Idaho Comprehensive School Counseling Program Model, the administration and local board of education commit support to the program goals and purposes. This includes:

- Providing time for district staff to develop, implement, and manage a quality counseling program.
- Receiving periodic reports from counseling program personnel and the advisory committee.
- Taking action on decisions needed to ensure continued program development and progress.
- Using program evaluation findings to make funding decisions.
- Providing adequate funding to assure continued program development, implementation, and management.
- Directing the counseling staff, with assistance of the advisory committee, to publicize the program to the community.

### **Select and meet with the advisory committee.**

Select members of the advisory committee to reflect the diversity of the community. It is recommended that the committee include: principals, school board members, parents/guardians, teachers, school counselors, students, director of pupil personnel services, and business and community leaders. This committee will oversee the development and implementation process. In the ideal situation, counselors are ex-officio members of the committee and are support to the chair.

Work groups appointed by the committee would be responsible for such activities as conducting the time and task analysis, developing a list of counseling activities at the school, etc. They may organize and arrange visits to regionally recognized counseling programs, recommend counselor/student ratio, develop a program philosophy and structure, conduct and evaluate the needs assessment, and maintain an ongoing program evaluation process. They are also critical in informing local school administrators, school board members and the community about counseling program activities. See Appendix A, *School Counseling Advisory Committees*.

### **Write a program definition, philosophy and vision statement based on the *Idaho Comprehensive School Counseling Program Model*.**

The definition describes the focus of the program while the philosophy presents the program's underlying meaning and beliefs.

#### **Example Program Definition**

School counseling is an integral part of the total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors, teachers, administrators, students, and parents/guardians. The Idaho Comprehensive School Counseling Program Model includes the following delivery methods:

1. Guidance Curriculum Development
2. Individual Student Planning
3. Responsive Services
4. System Support

#### **Example Philosophy Statement**

Counseling in the school setting has evolved through recognition that individuals living in a dynamic, complex society benefit most from a broad range of learning experiences. Such experiences prepare all students K-12 to lead productive lives. Efforts to assist students to grow socially and emotionally, as well as intellectually and physically, are essential. The comprehensive school

counseling program is preventive and proactive in nature. It complements instructional offerings of the school and involves a cooperative effort among counselors, classroom teachers, and administrators.

### **Begin developing a program assessment and evaluation plan.**

The program incorporates tools for continuous improvement. Evaluation formalizes feedback regarding effectiveness of the overall program and student success in achieving key indicators. It is important to utilize the evaluation plan developed in the implementation process.

### **Complete the needs assessment.**

Through a needs assessment, identify the program categories and competencies that students, staff, and parents/guardians feel are important. A needs assessment may be used as one basis for selecting learning activities to help students acquire competencies in high priority areas. Benefits of needs assessments include:

- Identifying needs of students, parents/guardians, faculty and staff.
- Identifying current program strengths.
- Providing data for program planning.
- Providing information to policy makers to assure program support.
- Providing a basis for selection and implementation of learning activities and classroom presentations.
- Increasing opportunities for student, faculty, staff, and parent/guardian interaction.

A complete needs assessment is conducted the first year the program is implemented and, ideally, every third year thereafter. It is recommended that it include all students in selected grade levels. In large schools a random sampling of half of the students would provide adequate data. Parents/guardians should be given the opportunity to respond separately. It is suggested that the parents/guardians included have students in the grade levels targeted. Teacher and community surveys may provide other perspectives to identify program needs and categories. Appendix F, *Sample Student Needs Assessment*, is one of the tools that can be used in this process. Other data gathered from grades, behavior, referrals, juvenile and community police reports, oral interviews, etc., can be used to form the entire needs assessment.

### **Develop a time line of counseling program implementation activities.**

Program time lines are important to establish short- and long-range goals based on the programmatic needs assessment. These may include a specific list of activities in relation to the structural components, delivery methods, and domains. Time lines may include the individual or group responsible for each task.

### **Identify key indicators of student competencies.**

Primary use of the needs assessment results is to provide the basis for guidance curriculum, individual student planning, responsive services, and system support. Standards and key indicators in the curriculum scope and sequence are age/grade appropriate. A sample is in Appendix D, *Sample Guidance Curriculum: Scope and Sequence*.

### **Complete a Counselor Time and Task Analysis Log.**

A time and task analysis log is used to survey and analyze the distribution of activities within the current program. This analysis provides an opportunity to tie the current program to the district's goals and to future program evaluation. It is conducted at the beginning of the implementation process to provide baseline data. It can also be an ongoing part of program evaluation. See Appendix B, *Sample Time and Task Analysis*.

The steps involved in conducting a time and task analysis are:

1. Select blocks of time to be analyzed.
2. Use time and task analysis logs to keep track of the time spent in various activities using fifteen (15) minute intervals. Include morning or evening activities as well as the regular day activities.

**Develop and implement sequential activities through the four delivery methods for each grade level to meet the local district and community needs.**

In initial planning, involve school faculty and staff in the process. Learning activities that will be implemented through classrooms need to be included in the school calendar. Over time, many activities will become part of the classroom curriculum.

For example, implementing the curriculum is a team responsibility. Select, modify or write learning activities that will address the identified key indicators.

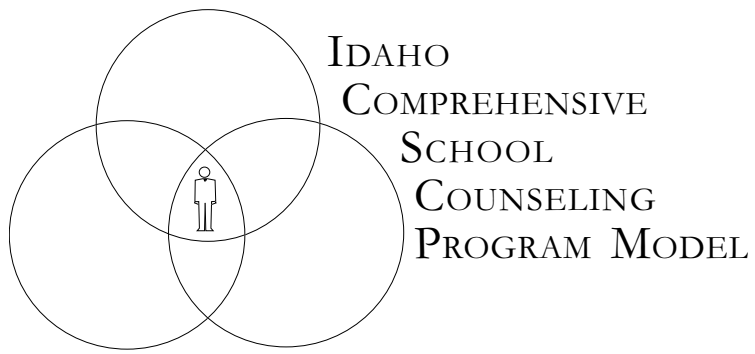
**Develop a master calendar for the counseling program.**

A master calendar of the counseling program helps counselors organize and manage the activities of the program, providing a time frame for scheduling resources and equipment. Counseling calendars provide a systematic way to implement and deliver the counseling program, allowing integration of the counseling program with the core curriculum. It helps the counselor organize time to meet student needs and to communicate information concerning the objectives of the counseling program to students, staff, parents/guardians, and the community. The calendar integrates the counseling program with school activities, encouraging staff involvement, and providing evidence of organizational ability in implementing the counseling program.

Master counselor calendar planning is crucial to setting and steering a course throughout the school year. By assigning hours to each program component over the course of the school year, counselors are able to manage the appropriate amount of time allotted to each. Sample charts used for developing a master calendar and an activity calendar are in Appendix G, *Sample Structure for Master Calendar* and Appendix H, *Sample Activities for Counseling Program Calendar*.

**Evaluate the school counseling program.**

See next section: *Evaluation*.



# Evaluation

# GUIDELINES FOR EVALUATING THE SCHOOL COUNSELING PROGRAM

## **RATIONALE AND PURPOSE**

Evaluation serves as a critical component of a comprehensive school counseling program and ensures accountability. The purpose of evaluation is to determine the effectiveness of the program and is an ongoing process to ensure continuous improvement. The following steps may be helpful:

1. Determine who or what is being evaluated.
2. Determine the audiences and use for the evaluation.
3. Gather data to answer the questions.
4. Apply predetermined standards.
5. Draw conclusions.
6. Make recommendations.
7. Act on the recommendations.
8. Develop a plan of action.

Evaluation is a collaborative effort among all those involved in the program. Evaluation activities enable counselors and others to:

- determine the impact of the counseling program;
- identify short- and long-term goals;
- identify effective components of the program;
- adapt and refine the counseling program and implementation process;
- identify consequences of the program (both positive and negative);
- establish goals for the counselors' professional development;
- determine staffing and workload adjustments;
- determine additional resources to carry the program forward; and
- provide program information to the school community.

## **BASIS OF THE EVALUATION**

The program evaluation is based on whether the structural components and delivery methods are in place and the standards of a comprehensive counseling program are being met.

### **Questions to Be Answered Through Evaluation**

Considerations for answering questions in evaluating the counseling program are provided below.

1. *How effective have the program improvements been?*

Program improvement identifies steps to be taken through implementation of a list of tasks within an expressed time line. It provides a basis for determining whether the objectives and the time lines were met. Further, it supports judgments as to the effectiveness of the improvements in attaining goals and provides the basis for the next set of program improvements.

2. *Does the program meet the program standards?*

A fully implemented counseling program will have a measurable impact on students, parents/guardians, faculty, and the school climate. Evaluation is based on stated standards; therefore, data collection and analysis will describe the level of implementation of the program. The

effectiveness of the counseling program may be evaluated according to standards in three domains:

- Academic/Technical Development
- Career Development
- Personal/Social Development

A data-gathering process determines whether the program standards have been met. Assessment by pre-activity versus post-activity comparisons, short answer questionnaires, essays, improved attendance, test scores and grades, improved student behaviors, attitude surveys, verbal feedback, parent/guardian and teacher observations, case studies, and checklists provide data about the impact of the program.

The effectiveness of the Delivery Methods can also be evaluated:

**Guidance Curriculum** activities might include data about the curriculum schedule, the number of students in the classes that received services, and the demonstrated competencies achieved by the students. All students must be included.

**Individual Student Planning** can be demonstrated by listing the types of information and activities provided for each grade level and the student plans and/or schedules that result from those activities. All students must be involved in individual planning.

**Responsive Services** might be a tally of students seen individually and in groups, the kinds of concerns they had, and the number of referrals to other agencies and alternative programs. The number of parent/guardian consultations that were conducted and the kinds of concerns they had such as schedules and other in-school concerns, family problems, and/or student behavior may be collected. Information regarding satisfaction and time lapse between request and follow-through is useful in determining the optimum student/counselor ratio. All students must have access to the school counselor.

**System Support** can be demonstrated by reviewing the degree to which the program supports professional development, staff and community relations, consultation with teachers and other staff, parent/guardian outreach, community outreach, district committees and in-service, and research and development.

3. *Have students become competent in key indicator areas?*

Measurement of key indicators reveals the effectiveness of the comprehensive counseling program in meeting the assessed needs of the student population. The determination of how student needs are to be met is based on the results of the needs assessment conducted prior to the annual planning of the counseling program. The statements of student needs should be rewritten as key indicators. Then, they should be used as a basis for student assessment. In constructing the instrument, care should be taken to have a number of key indicators for each domain. Evaluating student competency development in a counseling program is critical to keeping the program efforts on target and efficient while simultaneously making the best use of resources available.

Measurement of students' learning in a counseling program can be done both quantitatively and qualitatively. Data can be gathered both formally and informally. The measurement technique must be appropriate to the objective being measured. Other methods that can be used to gather multifaceted data about student growth include case studies, pre-test/post-test comparisons, participant/non-participant (control group) comparisons, goal-attainment scaling, and follow-up studies.

4. *How well is the counseling program team performing its role?*

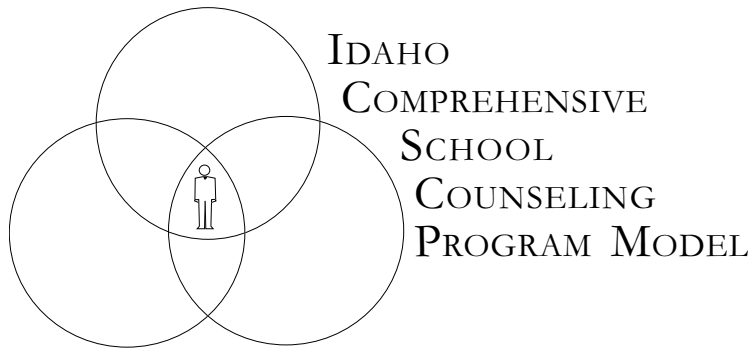
The quality of a comprehensive school counseling program is directly related to the performance of the school counselor, teacher, and administrative team. School counselor job descriptions reflect the philosophy established by the comprehensive school counseling program. This model also provides a framework as school staff members assume their roles in implementing the counseling program. Evaluation of the team is critical to the improvement and maintenance of the counseling program.

**USES FOR THE PROGRAM EVALUATION**

Evaluation results should be used to make program improvements. Counselors, teachers, and administrators will use the results to make modifications to the program and to compare the implemented program with program standards. Administrators and policymakers will utilize the findings to make decisions about content, quality and effectiveness of the program and to allocate financial and staffing resources. They also will utilize the information to describe the program to the community and to seek the community's support for program improvements.

**CONCLUSION**

Evaluation is a process of program renewal. It begins with the development of questions to be answered by the evaluation and ends with making and acting on the recommendations generated by the findings. (See Appendix I, *Sample Program Evaluation Self-Study*.)



## Appendix A:

# School Counseling Advisory Committees

# SCHOOL COUNSELING ADVISORY COMMITTEES

## **PART A: TYPES OF COMMITTEES**

Choose the type of committee best suited for your school and community size and needs:

- Umbrella Advisory Committee - an umbrella advisory committee is representative of the community and can be established for several or all programs offered in a school district.
- Program Advisory Committee - a program advisory committee is representative of the specific area of school counseling that advises that particular program.

## **PART B: GENERAL POLICIES AND PROCEDURES OF THE ADVISORY COMMITTEE**

### **Purpose**

The committee is a group of laypersons selected by local educational administrators to serve in an advisory capacity to the counseling program. The purpose of the committee is to advise school counselors and school administration with respect to the development and maintenance of quality guidance and counseling programs. Properly functioning advisory committees help local schools ensure that programs are consistent with the needs of the students and the community.

The committee should be advisory only, having no administrative authority, and is not created to take away any of the rights, and/or privileges of the local governing board and administrative staff.

### **Structure of the Committee**

*An advisory committee is a group of laypersons who:*

- Are recognized for their expertise in their specific occupational area.
- Are representative of the community.
- Are organized to advise school personnel on matters concerning the counseling program.

*The advisory committee should be composed of (if applicable and available):*

- Business and industry representatives from the community;
- Parents/guardians;
- Teachers;
- School administrator;
- Counselors;
- Member of the local school board;
- Employment and Training program (e.g., Job Service);
- Postsecondary school representative; and
- Tech Prep representative.

A committee should consist of 3-9 members to successfully complete business. Representation on the committee should include, as appropriate to the population of the local community, persons from both sexes, racial and/or ethnic minorities, special populations, and individuals with disabilities.

At the first or second meeting, the committee should consider establishing a set of operating policies. See example in *Part D: Suggested Operating Policies for Counseling Advisory Committees*.

## **Organization**

Effective advisory committees are those whose members are recognized professionals in their areas of responsibility, have an understanding and acceptance of the committee objectives and a desire to accomplish them through teamwork and cooperation.

Constructive planning should be undertaken by educational administrators prior to organizing a committee. This will help assure the effectiveness of the committee.

After determining the type of committee needed and preparing a general structural plan, the administrator should appoint a person to serve as temporary chair. The administrator and/or chair should:

1. Select committee members. (See Part D: Section B: Membership)
2. Send letters of appointment signed by the appropriate administrator. (See Part E: Letter of Appointment)
3. Call the first meeting, provide time and place, and attach a tentative agenda.

## **Functions of the Advisory Committee**

Advisory committees can perform a wide variety of functions. The following list, not intended to be all-inclusive, should be useful in providing direction.

- Provide assistance regarding:
  - current labor market trends.
  - the relevance of the program.
  - job and educational opportunities for students and graduates.
  - the relationship of basic skills such as problem solving, communications, mathematics, and employability skills and habits to job and education needs.
- Determine community needs:
  - for work-based learning programs.
  - for new and emerging occupations.
  - for in-service of staff.
  - for Tech Prep initiatives.
- Assist in the preparation and selection of program material to assure it meets the needs of students and reflects industry needs.
  - review program objectives.
  - review present activity outlines and resources.
  - assist in identifying competencies to be taught.
  - suggest revisions or additions.
- Assist with program evaluation activities.
- Provide in-service opportunities for teachers.
- Provide support services for students enrolled in nontraditional programs who may need additional assistance.
- Recommend and assist in obtaining resource personnel and guest speakers.
- Assist in surveys.
  - determine data to be collected.
  - suggest methods of securing data.
  - assist in data collection and interpretation.

- Provide suggestions for public relations activities.
  - participate in exhibits or displays.
  - develop plans for recognizing students through the media.
  - help prepare and review brochures.
  - advise on forms of program promotion.
  - become student advocates.
- Help plan special events such as:
  - field trips to industry.
  - career day.
  - job shadow excursions.

In addition to the previous functions, advisory committees may also wish to provide financial and legislative support; help establish scholarships and awards for honor students; support the administration in local appropriations and provide support for state and national legislation affecting school counseling programs.

### **Organizing and Conducting Meetings**

#### *Counselor Responsibilities:*

- Select and submit names of potential committee members.
- Coordinate meeting arrangements.
- Develop meeting agenda with the Chair.
- Act as Chair for first meeting, if another is not designated by the administrator.
- Act as Secretary for first meeting.
- Review goals and objectives with the committee.
- Provide members with resource materials and information as needed.
- Initiate and facilitate discussion during each meeting.
- Provide feedback to members on the results of their recommendations.

#### *Chairperson Responsibilities:*

- Work with the counselor to plan meetings.
- Develop meeting agenda with counselor.
- Preside over meetings.
- Ensure agenda and schedules are followed.
- Promote the committee's role as an advisory, not policy-making, body.
- Help members gain consensus on issues.
- Review minutes with the counselor for accuracy.
- Represent the advisory committee at various official functions.

#### *Committee Member Responsibilities:*

- Attend meetings regularly.
- Respect other committee members.
- Help reach consensus on issues.
- Maintain objectivity and concentrating on the program's needs.
- Making recommendations.

#### *Conducting the First Meeting:*

The initial meeting is critical. It must establish and maintain the interest and support of committee members. Until a chair is selected by the committee, the administrator should appoint someone to serve temporarily in this capacity. It is essential that this person contacts members, and organizes and conducts the first meeting. The following checklist will assist in preparing the first meeting.

### Checklist

- \_\_\_\_\_ Select date, time, and location.
- \_\_\_\_\_ Plan meeting agenda.
- \_\_\_\_\_ Several days in advance, inform each member in writing of the date, time, and place of the meeting. Include the following in mailing:
  - \_\_\_\_\_ a. Agenda
  - \_\_\_\_\_ b. Maps and directions to meeting
  - \_\_\_\_\_ c. Parking information
- \_\_\_\_\_ Send notices to appropriate educational personnel.
- \_\_\_\_\_ Arrange for facilities, refreshments, etc.
- \_\_\_\_\_ Provide name tags, paper, pens/pencils, agenda, and other materials.
- \_\_\_\_\_ Make audiovisual or other equipment arrangements.
- \_\_\_\_\_ Follow prepared agenda.
- \_\_\_\_\_ Keep a record of proceedings for minutes of the meetings.
- \_\_\_\_\_ After the meeting, thank members by phone or mail.
- \_\_\_\_\_ Send copies of minutes to members within one week.

#### *Conducting Subsequent Meetings - Guidelines:*

- Start and adjourn on time.
- Clarify the agenda.
- Prepare for the discussion:
  - Have the program or purpose organized.
  - Prioritize the basic topic.
  - Analyze issues or points to be discussed.
  - List important discussion questions.
  - Check for comfort measures such as:
    - Seating arrangement.
    - Temperature, lighting.
    - Paper, pencils.
- Keep a record of proceeding for minutes of the meeting.
- Set the stage.
  - Create an informal atmosphere to put the group at ease.
  - State and clarify the questions, problems or issues.
  - Arouse interest; suggest pertinent questions for analysis and discussion.
- Follow the agenda.
  - Present all pertinent information.
  - Allow for discussion.
  - Summarize when necessary.
  - Vote on issues that necessitate unity of action.
- Direct the discussion.
  - Ask and redirect questions. Keep the discussion moving in a developmental direction.
  - Indicate points of agreement and disagreement.
  - Give appropriate credit for all relevant ideas.
  - Encourage exploration and new suggestions.
  - Summarize discussions calling attention to unexplored viewpoints.
- Send copies of minutes to members within one week.

*Suggestions for Preparing Agendas:*

- First Meeting Agenda
  - The person designated by the administrator serves as temporary chair and appoints a temporary secretary.
  - Introductions.
  - Explain the concept and functions of an advisory committee.
  - A representative or designate of the Governing Board, (probably the superintendent or member of Board of Trustees), informs the committee of its relationship to the school or institution. Distribute copies of the Governing Board's policy.
  - Distribute a sample of the operating policies.
  - Explanation of current counseling program, program goals, strengths and weaknesses.
  - New business.
  - Determine date, time and place of next meeting.
  - Tour of facilities.
  - Adjourn.
- Second Meeting Agenda
  - Temporary chair calls meeting to order.
  - Roll call and minutes by temporary secretary.
  - Determine permanent rules of operation, i.e., meeting time, place, and dates (see *Part D: Suggested Operating Policies for Counseling Advisory Committees*). Plan long-range program of work.
  - Elect officers.
  - Prioritize future items for consideration.
  - If needed, arrange for executive committee meeting before next regular meeting. (See *Part D - Section D -Article III*).
  - Adjourn.

**PART C: SCHOOL BOARD AUTHORIZATION**

Authorization for the establishment of a Counseling Advisory Committee for the \_\_\_\_\_ (school, district) .

The Board of Trustees of the \_\_\_\_\_ (school, district) \_\_\_\_\_ hereby authorizes the establishment of an advisory committee for the Counseling Program. The committee will operate as prescribed by the Policy Statement of the Counseling Advisory Committee. The Board of Trustees reserves the right to terminate the services of any committee member at any time it feels that such action would be in the best interests of the system.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

## **PART D: SUGGESTED OPERATING POLICIES FOR COUNSELING ADVISORY COMMITTEES**

### **Section A: Purpose**

- Article I: Define the purposes and duties of the advisory committee.
- Study the needs of the community and school.
  - Aid and guide the counseling program.
  - Help develop and maintain relevant programs.
  - Offer recommendations for improvement.
  - Assist in evaluation of the program.
  - Assist the program in obtaining community support.
  - Investigate programs in other communities with the idea of encouraging the use of those practices which may be applicable.
  - Assist in the revision of the objectives of the program if warranted.
  - Serve as an avenue of communication between the program and community.
  - Annually evaluate progress made toward stated objectives.
  - Assist in collecting, analyzing, and interpreting data.
- Article II: This advisory committee shall exist only during such time as it may be authorized by the Governing Board.
- Article III: This advisory committee shall operate only within the limits of the school counseling program for which it has been appointed.

### **Section B: Membership**

- Article I: Minimum of three and a maximum of twelve.
- Article II: Members selected to represent a cross-section of the community.
- Article III: Members submit names of prospective members to the committee.
- Article IV: Each member is appointed for a term of three years, except when the position is to fill an unexpired term.
- Article V: At least two-thirds of the members will be retained each year.
- Article VI: One-third of the members will be appointed each year.
- Article VII: The term of new members shall begin on (date).
- Article VIII: A member may forfeit membership on the committee if two successive meetings are missed without presenting, in advance, to the chair of the committee a valid reason for absence.
- Article IX: The lead school counselor, or an appropriate designee, is an ex-officio member and is expected to be present at each committee meeting.

### **Section C: Meetings**

- Article I: Regular meetings of the advisory committee will be held during the academic year. (Twice per year is often adequate for full committee meetings. You may have need for more sub-committee meetings.)
- Article II: Written notices of committee meetings shall be mailed to all members (two weeks) before each meeting.
- Article III: A tentative agenda shall be prepared and provided committee members prior to meeting time.
- Article IV: Meetings shall not be more than two hours long unless a majority of the committee members vote to continue a particular meeting beyond that limit.
- Article V: A quorum must be present to vote on proposals. A majority of the members is a quorum.

## **Section D: Officers and Their Duties**

- Article I: The officers shall be elected annually by majority vote of the committee members at the first meeting.
- Article II: The officers shall be a chair, a chair-elect, and a secretary.
- Article III: The executive committee shall consist of the chair, chair-elect, secretary and the school counselor. It shall:
- a. Act on urgent committee matters between committee meetings.
  - b. Prepare agenda for committee meetings when requested.
  - c. Call special meetings of the committee as needed.
- Article IV: The Chair shall be elected from among those members who have served on the committee for at least one year. Duties shall be:
- a. Preside at meetings.
  - b. Serve as chair of the executive committee.
  - c. Appoint, as the need arises, standing and/or special committees.
  - d. Members may include persons other than committee members.
- Article V: The vice chair in the absence of the chair shall perform the duties of the chair and such other duties as delegated.
- Article VI: The secretary shall:
- a. Keep records of the attendance of members at meetings.
  - b. Keep a record of discussion and recommendations.
  - c. Maintain a permanent record file of committee activities.
  - d. Distribute minutes of committee meetings and copies of other committee documents to committee members, teachers, and others who may be concerned. The secretary shall have the assistance of the instructional and support staff and use of the facilities in performing these functions.

## **Section E: Policy Changes**

- Article I: These operating policies may be amended by a two-thirds affirmative vote of members at any regular committee meeting or a specially called meeting with a 30-day written notice.

**PART E: LETTER OF APPOINTMENT**

(Current Date)

Ms. Erin Somer  
Personnel Manager  
No Name Insurance Company  
Your Town, Idaho 88880

Dear Ms. Somer;

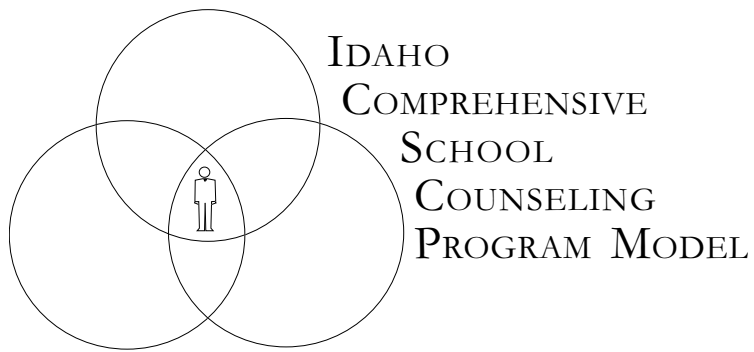
This letter is to inform you that your appointment to the \_\_\_\_\_ Advisory Committee is effective beginning \_\_\_\_, 20\_\_\_\_, and ending \_\_\_\_, 20\_\_\_\_.

The (first/next) meeting of the committee will be held in   (place)   on   (date)   at   (time)  .

We wish to thank you for your interest as indicated by your acceptance of this committee appointment. We appreciate your willingness to assist us in supporting our school counseling program and the opportunities it provides for our students.

Sincerely,

Administrator  
and/or  
Chair of Committee



## Appendix B:

# Sample Time and Task Analysis

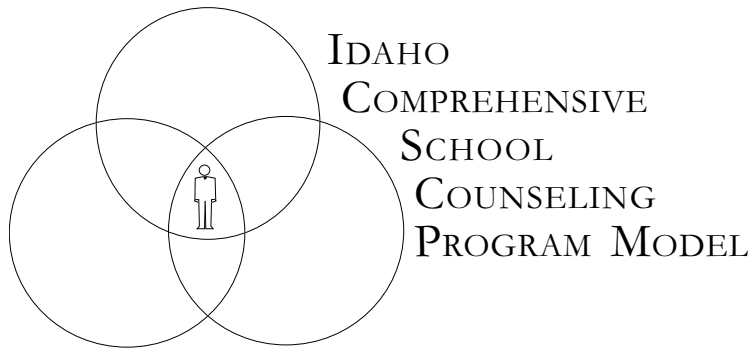
## TIME AND TASK ANALYSIS

<b>TIME AND TASK ANALYSIS LOG</b>	<b>GUIDANCE CURRICULUM</b> Classroom and group activities, curriculum development	<b>INDIVIDUAL STUDENT PLANNING</b> Advisement; assessment; placement; vocational, technical, and occupational exploration	<b>RESPONSIVE SERVICES</b> Consultation, individual and small group counseling, crisis counseling and referral	<b>SYSTEM SUPPORT</b> Research, staff and community development, advisory committee, program management	<b>NON-COUNSELING ACTIVITIES AND ADMIN-ISTRATIVE ACTIVITIES</b> Bus and lunchroom duty, building master schedules, substitute teaching, calculating G.P.A.'s
7:00 A.M.					
7:15					
7:30					
7:45					
8:00					
8:15					
8:30					
8:45					
9:00					
9:15					
9:30					
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6:30					
6:45					
7:00					
7:15					
7:30					
7:45					
8:00					
8:15					
8:30					
Grand Total					
Daily Percentage					

## TIME AND TASK ANALYSIS LOG

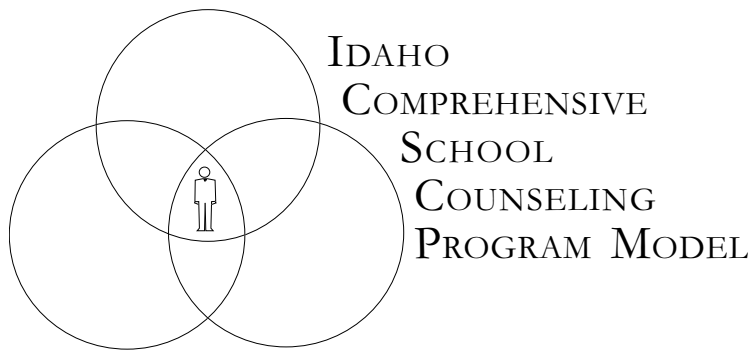
Week Number	Guidance Curriculum	Individual Student Planning	Responsive Services	System Support	Non-Counseling and Administrative Activities
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
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24					
25					
26					
27					



## Appendix C:

# Sample Delivery Methods of a Counseling Program

DELIVERY METHODS OF A COUNSELING PROGRAM			
Method	Purpose	Areas Addressed	Counselor Role
<b>Guidance Curriculum</b> Provides guidance content in a systematic way to all students	Student awareness, skill development and application of skills needed in everyday life	* Acquire and apply knowledge of self and others * Develop competencies in career/life planning * Achieve educational success	Guidance Consultation Program implementation and facilitation
<b>Responsive Services</b> Addresses the immediate concerns of students	Prevention and intervention	* academic concerns * school-related concerns * tardiness * absences and truancy * misbehavior * school-avoidance * drop-out prevention * physical/sexual/emotional abuse * relationship concern * grief/loss, death * substance abuse * family issues * sexuality issues * coping with stress	Counseling Consultation Coordination Referral
<b>Individual Student Planning</b> Assists students in monitoring and understanding their development	Student educational and occupational planning and goal setting	ACADEMIC/TECHNICAL: * Acquisition of study skills * Awareness of educational opportunities * Utilization of test scores * Lifelong learning CAREER: * Knowledge of career opportunities * Knowledge of vocational training * Need for positive work habits PERSONAL/SOCIAL: * Development of healthy self-concepts * Development of adaptive and adjustive social behavior	Guidance Consultation Assessment
<b>System Support</b> Includes program and staff support activities, services, and budget	Program delivery and support	* Guidance program development * Parent education * Teacher/administrator consultation * Staff development for educators * School improvement planning * Counselor's professional development * Research and publishing * Community outreach * Public relations	Program management Consultation



## Appendix D:

# Sample Guidance Curriculum: Scope and Sequence

# GUIDANCE CURRICULUM: SCOPE AND SEQUENCE

Each school system designs a developmental and sequential counseling program related to specific needs of all students categorized by the standards of the three domains. A school counseling program should ensure that all students have opportunities acquire competencies in each of the key indicators based upon individual student needs.

The following represents a developmental view of the standards and key indicators. It is not required that counselors personally implement all of the competencies, but they should be aware of when and where skills are being taught so that they may coordinate with and complement the classroom teacher's instructional program.

I	=	Introduce
D	=	Develop
R	=	Reinforce

## Academic/Technical Development Domain

Elem. MS/JHS High

<p><u><b>Standard A:</b></u>  <i>Students will acquire the attitudes, knowledge and skills that contribute to effective life-long learning.</i>  <b>Key Indicators:</b></p> <ul style="list-style-type: none"> <li>Describe how educational achievements and life experiences relate to future opportunities. ....</li> <li>Demonstrate skills in assessing possible outcomes of education and life choices over time. ....</li> <li>Identify how changing preferences can affect life goals (e.g., values, work environment). ....</li> </ul> <p><u><b>Standard B:</b></u>  <i>Students will learn strategies to achieve academic/technical success and satisfaction.</i>  <b>Key Indicators:</b></p> <ul style="list-style-type: none"> <li>Describe personal criteria for making decisions about education and life goals. ....</li> <li>Describe the effects of education, work, and family on individual decision-making. ....</li> <li>Identify personal and environmental conditions that affect decision-making. ....</li> <li>Apply time management and task management skills. ....</li> <li>Apply the study skills necessary for academic success at each level. ....</li> <li>Utilize assessment results in educational planning. ....</li> </ul> <p><u><b>Standard C:</b></u>  <i>Students will understand the relationship among education and training, personal qualities, and the world of work.</i>  <b>Key Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate skills in using self-knowledge and knowledge of work to develop education and training goals. ....</li> <li>Define expectations and establish short and long-range goals. ....</li> <li>Identify specific strategies to accomplish life goals including knowledge, skills, and abilities necessary for success. ....</li> </ul>			
		I	D/R
	I	D	R
	I	D	R
		I	D/R
	I	I	D/R
	I	D	R
	I	D	R
	I	D	R
		I	D/R
	I	D	R
	I	D	R

**Academic/Technical Domain (Continued)****Elem. MS/JHS High**

<u><b>Standard D:</b></u> <i>Students will understand the relationship of academics to life in the community and at home.</i> Key Indicators: <ul style="list-style-type: none"> <li>Describe the importance of learning as it affects values and life style. ....</li> <li>Describe how the needs of the community affect life choices. ....</li> <li>Demonstrate an understanding of local, state, and global economies and how they affect individuals. ....</li> </ul>			
	I	D	R
	I	D	R
		I	D/R

**Career Development Domain****Elem. MS/JHS High**

<u><b>Standard A:</b></u> <i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i> Key Indicators: <ul style="list-style-type: none"> <li>Use research and information resources to obtain career information. ....</li> <li>Describe factors that contribute to evaluating and interpreting information. ...</li> <li>Gather information to identify post high school options including all aspects of postsecondary education, work, and military. ....</li> <li>Identify risks and rewards of various career options. ....</li> <li>Describe information related to prospective employers, organizational structures, and employer expectations. ....</li> <li>Describe the importance of networking, negotiating, and mentoring in career development. ....</li> </ul>	I	D	R
	I	D	R
		I	D/R
	I	D	R
		I	D
		I	D
<u><b>Standard B:</b></u> <i>Students will employ strategies to achieve career success and satisfaction.</i> Key Indicators: <ul style="list-style-type: none"> <li>Describe personal criteria for making decisions about education, training, and career goals. ....</li> <li>Describe the effects of education, work, and family decisions on individual career decisions. ....</li> <li>Identify personal and environmental conditions that affect decision-making. ....</li> <li>Describe personal consequences of making and not making decisions. ....</li> </ul>	I	D	R
	I	D	R
	I	D	R
	I	D	R
<u><b>Standard C:</b></u> <i>Students will demonstrate skills for locating, maintaining, and advancing in a job.</i> Key Indicators: <ul style="list-style-type: none"> <li>Identify placement support services that are available through educational institutions and public and private agencies. ....</li> <li>Demonstrate skills in describing yourself on paper (e.g., resume, letter of introduction, and job applications). ....</li> <li>Demonstrate skills and abilities essential for a successful job interview. ....</li> <li>Identify potential employers and obtain pertinent information (e.g., benefits, contact personnel, and hiring practices). ....</li> </ul>			I/D/R
		I/D	D/R
		I	D/R
		I	D

**Career Development Domain (Continued)****Elem. MS/JHS High**

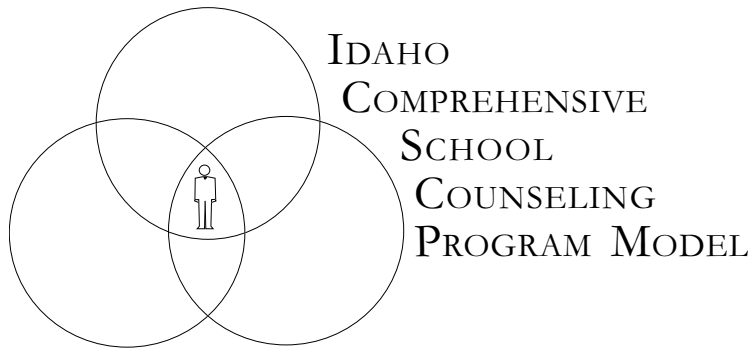
<ul style="list-style-type: none"> <li>Identify strategies to support advancement (e.g., on-the-job training, continuing education, performance ratings, and mentors). ....</li> <li>Demonstrate how attitudes and behaviors influence potential employers. ....</li> <li>Describe the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. ....</li> </ul>	I	I D	D R
	I	D/R	R
<u><b>Standard D:</b></u> <i>Students will understand diversity and transition issues in today's workforce.</i> <b>Key Indicators:</b> <ul style="list-style-type: none"> <li>Describe recent changes in norms and attitudes related to a diverse workforce. ....</li> <li>Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and work environments. ....</li> <li>Identify transition activities (e.g., reassessment of career goals, occupational and technological changes) as an ongoing aspect of career development. ....</li> <li>Describe strategies to use during career transitions from school to work during career changes throughout life. ....</li> </ul>			
	I	I D	D R
		I	D/R
		I	D/R

**Personal/Social Development Domain****Elem. MS/JHS High**

<u><b>Standard A:</b></u> <i>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</i> <b>Key Indicators:</b> <ul style="list-style-type: none"> <li>Identify personal interests, abilities, and skills. ....</li> <li>Demonstrate how to express feelings, reactions, and ideas in an appropriate manner. ....</li> <li>Describe how one's behavior influences the feelings and actions of others. ....</li> <li>Describe the relationship between personal behavior and self-concept. ....</li> <li>Describe advantages and disadvantages of various life roles. ....</li> <li>Identify environmental influences on one's behaviors. ....</li> </ul>			
	I/D	R	R
	I/D	R	R
	I/D	R	R
	I/D	R	R
	I	D	R
	I	D	R
<u><b>Standard B:</b></u> <i>Students will make decisions, set goals, and take necessary action to achieve goals.</i> <b>Key Indicators:</b> <ul style="list-style-type: none"> <li>Describe how personal beliefs and attitudes affect decision-making. ....</li> <li>Describe how learning and development is a continuous process with a series of choices. ....</li> <li>Demonstrate decision-making skills by identifying a problem or goal, gathering information, determining alternative solutions, and anticipating consequences. ....</li> <li>Describe how expectations of others can affect personal, educational, and career decisions. ....</li> <li>Specify how individual characteristics relate to achieving personal, social, educational, and career goals. ....</li> <li>Develop an action plan to solve a problem or achieve a goal. ....</li> </ul>			
	I	D/R	R
	I	D/R	R
	I/D	R	R
	I	D/R	R
	I	D/R	R
	I/D	D/R	R

**Personal/Social Domain (Continued)****Elem. MS/JHS High**

<i>Standard C:</i> <i>Students will understand safety and survival skills.</i> Key Indicators:			
• Identify feelings associated with significant experiences. ....	I/D	R	R
• Identify symptoms of stress and appropriate coping skills. ....	I/D	R	R
• Demonstrate skills in negotiating, problem solving, and conflict resolution. ..	I/D	R	R
• Describe changes that occur in the physical, psychological, social, and emotional development over time. ....	I	D/R	R
• Describe the importance of family, educational, leisure, and career activities to mental, emotional, physical, and economic well-being. ....	I/D	D/R	R
• Demonstrate behaviors that maintain physical and mental health. ....	I/D	D/R	R
• Describe the impacts of substance abuse and abusive behavior. ....	I/D	R	R
• Describe strategies to identify and prevent violence. ....	I/D	R	R
• Describe the relationship among rules, laws, safety, and the protection of an individual's rights. ....	I/D	D/R	R



## Appendix E:

# Sample Learning Activity Outline

# LEARNING ACTIVITY OUTLINE

School: \_\_\_\_\_

Project Director: \_\_\_\_\_ Phone: \_\_\_\_\_

Date: \_\_\_\_\_

## I. Learning Activities Outline

A. Domain \_\_\_\_\_

B. Program Standard \_\_\_\_\_  
\_\_\_\_\_

C. Key Indicator(s) \_\_\_\_\_  
\_\_\_\_\_

### D. Students Served

1. Number of students \_\_\_\_\_

2. Grade level \_\_\_\_\_

3. Classroom setting (math, science, home economics, agriculture, etc.)  
\_\_\_\_\_

E. Time required \_\_\_\_\_

F. Resources Needed \_\_\_\_\_  
\_\_\_\_\_

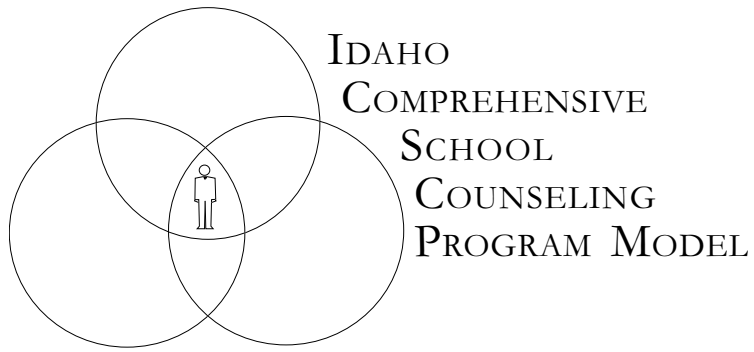
### G. Activity Title

1. Description of Activity \_\_\_\_\_  
\_\_\_\_\_

2. Student activities description \_\_\_\_\_  
\_\_\_\_\_

II. Evaluation of Learning Activity \_\_\_\_\_  
\_\_\_\_\_

III. Observations \_\_\_\_\_  
\_\_\_\_\_



## Appendix F:

# Sample Student Needs Assessment

# STUDENT NEEDS ASSESSMENT

Please rate each of the statements below on a scale of 1 - 3.

<b><u>Rate how important this is to you.</u></b> 1 Not Important 2 Important 3 Very Important		<b><u>Rate how much help you received in this area.</u></b> 1 Did not receive adequate help 2 Received adequate help 3 Received a lot of help	
<b>ACADEMIC/TECHNICAL DEVELOPMENT</b>			
<b><i>Students will acquire the attitudes, knowledge and skills that contribute to effective life-long learning.</i></b>			
<b>Rate Importance</b>	<b>Area</b>	<b>Rate Help Received</b>	
1 2 3	How educational achievements and life experiences relate to future opportunities.	1 2 3	
1 2 3	How to use skills in assessing possible outcomes of education and life choices over time.	1 2 3	
1 2 3	How to identify the way changing preferences can affect life goals (e.g., values, work environment).	1 2 3	
<b><i>Students will learn strategies to achieve academic/technical success and satisfaction.</i></b>			
<b>Rate Importance</b>	<b>Area</b>	<b>Rate Help Received</b>	
1 2 3	How to make decisions about education and life goals.	1 2 3	
1 2 3	How education, work, and family effects your individual decision-making.	1 2 3	
1 2 3	What personal and environmental conditions can affect decision-making.	1 2 3	
1 2 3	How to apply time management and task management skills.	1 2 3	
1 2 3	How to apply the study skills necessary for academic success at each level.	1 2 3	
1 2 3	How to use test and assessment results in educational planning.	1 2 3	

***Students will understand the relationship among education and training, personal qualities, and the world of work.***

<b>Rate Importance</b>	<b>Area</b>	<b>Rate Help Received</b>
<b>1 2 3</b>	How to use self-knowledge and knowledge of work to develop education and training goals.	<b>1 2 3</b>
<b>1 2 3</b>	How to define expectations and establish short and long-range goals.	<b>1 2 3</b>
<b>1 2 3</b>	How to identify specific strategies to accomplish life goals including knowledge, skills, and abilities necessary for success.	<b>1 2 3</b>

***Students will understand the relationship of academics to life in the community and at home.***

<b>Rate Importance</b>	<b>Area</b>	<b>Rate Help Received</b>
<b>1 2 3</b>	The importance of learning as it affects values and life style.	<b>1 2 3</b>
<b>1 2 3</b>	How the needs of the community affect life choices.	<b>1 2 3</b>
<b>1 2 3</b>	An understanding of local, state, and global economies and how they affect individuals.	<b>1 2 3</b>

CAREER DEVELOPMENT		
<i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>		
Rate Importance	Area	Rate Help Received
1 2 3	How to use research and information resources to obtain career information.	1 2 3
1 2 3	What factors contribute to evaluating and interpreting information.	1 2 3
1 2 3	How to gather information to identify post high school options including all aspects of postsecondary education, work, and military.	1 2 3
1 2 3	How to identify risks and rewards of various career options.	1 2 3
1 2 3	How to find out information related to prospective employers, organizational structures, and employer expectations.	1 2 3
1 2 3	The importance of networking, negotiating, and mentoring in career development.	1 2 3
<i>Students will employ strategies to achieve career success and satisfaction.</i>		
Rate Importance	Area	Rate Help Received
1 2 3	The personal criteria are for making decisions about education, training, and career goals.	1 2 3
1 2 3	The effects of education, work, and family decisions on individual career decisions.	1 2 3
1 2 3	Personal and environmental conditions that affect decision-making.	1 2 3
1 2 3	Personal consequences of making and not making decisions.	1 2 3

***Students will demonstrate skills for locating, maintaining, and advancing in a job.***

<b>Rate Importance</b>	<b>Area</b>	<b>Rate Help Received</b>
1 2 3	What placement support services are available through educational institutions and public and private agencies.	1 2 3
1 2 3	How to use skills in describing yourself on paper (e.g., resume, letter of introduction, and job applications).	1 2 3
1 2 3	What skills and abilities are essential for a successful job interview.	1 2 3
1 2 3	How to identify potential employers and obtain pertinent information (e.g., benefits, contact personnel, and hiring practices).	1 2 3
1 2 3	How to identify strategies to support advancement (e.g., on-the-job training, continuing education, performance ratings, and mentors).	1 2 3
1 2 3	How attitudes and behaviors influence potential employers.	1 2 3
1 2 3	The importance of responsibility, dependability, punctuality, integrity and effort in the workplace.	1 2 3

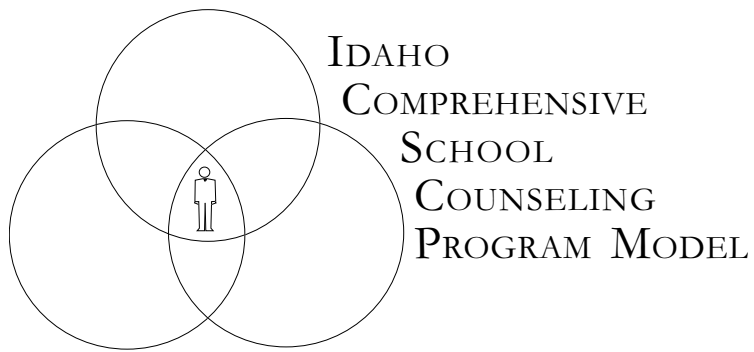
***Students will understand diversity and transition issues in today's workforce.***

<b>Rate Importance</b>	<b>Area</b>	<b>Rate Help Received</b>
1 2 3	How to describe recent changes in norms and attitudes related to a diverse workforce.	1 2 3
1 2 3	Behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and work environments.	1 2 3
1 2 3	How to identify transition activities (e.g., reassessment of career goals, occupational and technological changes) as an ongoing aspect of career development.	1 2 3
1 2 3	Strategies to use during career transitions from school to work during career changes throughout life.	1 2 3

PERSONAL/SOCIAL DEVELOPMENT									
<i>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</i>									
Rate Importance			Area				Rate Help Received		
1	2	3	How to identify personal interests, abilities, and skills.				1	2	3
1	2	3	How to express feelings, reactions, and ideas in an appropriate manner.				1	2	3
1	2	3	How one's behavior influences the feelings and actions of others.				1	2	3
1	2	3	The relationship between personal behavior and self-concept.				1	2	3
1	2	3	The advantages and disadvantages of various life roles.				1	2	3
1	2	3	How to identify environmental influences on one's behaviors.						
<i>Students will make decisions, set goals, and take necessary action to achieve goals.</i>									
Rate Importance			Area				Rate Help Received		
1	2	3	How personal beliefs and attitudes affect decision-making.				1	2	3
1	2	3	How learning and development is a continuous process with a series of choices.				1	2	3
1	2	3	How to apply decision-making skills by identifying a problem or goal, gathering information, determining alternative solutions, and anticipating consequences.				1	2	3
1	2	3	How expectations of others can affect personal, educational, and career decisions.				1	2	3
1	2	3	How individual characteristics relate to achieving personal, social, educational, and career goals.				1	2	3
1	2	3	How to develop an action plan to solve a problem or achieve a goal.				1	2	3

***Students will understand safety and survival skills.***

<b>Rate Importance</b>	<b>Area</b>	<b>Rate Help Received</b>
<b>1 2 3</b>	How to identify feelings associated with significant experiences.	<b>1 2 3</b>
<b>1 2 3</b>	How to identify symptoms of stress and appropriate coping skills.	<b>1 2 3</b>
<b>1 2 3</b>	Use to use skills in negotiating, problem solving, and conflict resolution.	<b>1 2 3</b>
<b>1 2 3</b>	What changes occur in the physical, psychological, social, and emotional development over time.	<b>1 2 3</b>
<b>1 2 3</b>	The importance of family, educational, leisure, and career activities to mental, emotional, physical, and economic well being.	<b>1 2 3</b>
<b>1 2 3</b>	What behaviors maintain physical and mental health.	<b>1 2 3</b>
<b>1 2 3</b>	The impacts of substance abuse and abusive behavior.	<b>1 2 3</b>
<b>1 2 3</b>	Strategies to identify and prevent violence.	<b>1 2 3</b>
<b>1 2 3</b>	The relationship among rules, laws, safety, and the protection of an individual's rights.	<b>1 2 3</b>



## Appendix G:

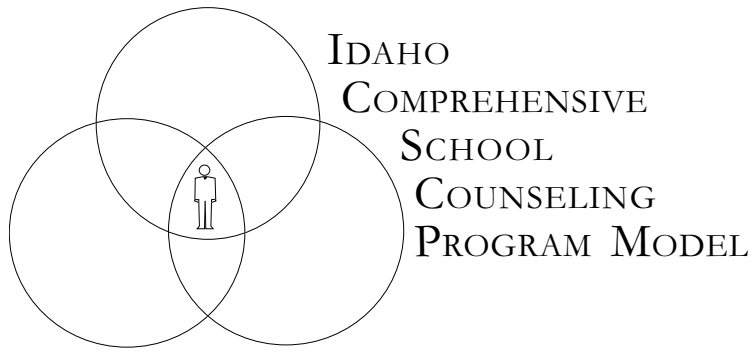
# Sample Structure For Master Calendar

## STRUCTURE FOR MASTER CALENDAR

SCHOOL YEAR: \_\_\_\_\_

For \_\_\_\_\_ at \_\_\_\_\_  
(Name) (School site)

	Guidance Curriculum	Individual Student Planning	Responsive Services	System Support	Non-Counseling and Administrative Activities
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					



## Appendix H:

# Sample Activities for Counseling Program Calendar

# ACTIVITIES FOR COUNSELING PROGRAM CALENDAR

## August

- Establish counselor calendar for building
- Attend summer Professional-Technical Education Conference
- Assist with registration
- Meet and register new students
- Evaluate transcripts for placement
- Develop goals for the year
- Introduce yourself at first faculty meeting
- Write classroom units to introduce yourself
- Keep an accurate, confidential log of all appointments and sessions
- Set up office systems
- Plan and advertise parenting classes
- Check child protective services for update

## September

- Write counselor article for parent newsletter
- Establish a counselor corner in student paper
- Introduce yourself to parent organization
- Assist in class changes
- Start classroom units or visit classes
- Begin parent/guardian education classes
- Develop and maintain contact log
- Join professional organizations
- Add name to important mailing lists
- Serve on committees/task force
- Attend counselor workshops
- Attend higher education day activities
- Inform home schoolers of testing for dual enrollment
- Participate in orientation for new students and parents/guardians
- Participate in back to school night/open house
- Prepare a flyer of counseling goals and services

## October

- Prepare and develop classroom units
- Attend ISCA fall conference
- Begin or continue groups
- Plan public relations activities
- Administer Statewide Standardized Testing
- Red Ribbon Week Activities
- PSAT registration and test
- SAT, ACT registration and testing
- Early acceptance for college scholarship

## November

- College fairs, Idaho College Day
- College applications, scholarships to mail
- SAT, ACT testing and registration
- Classroom guidance units
- Career awareness month activities
- End of first quarter
- Parent-Teacher Conferences
- Check trimester registrations

## December

- Applications for State of Idaho Scholarships
- AIDS awareness month
- FAFSA night for parents/guardian
- SAT, ACT registration and testing
- College applications and recommendations due
- Develop/improve classroom units for second semester
- Identify families for care packages
- End of first trimester

## January

- Scholarship applications due
- Complete FAFSA forms
- End of first semester
- Continue classroom units, groups, public relations activities
- Prepare for DWA and DMA testing
- Plan activities for National Counselors' Week
- Start planning transition activities
- Administer state DMA test
- Check transcripts of seniors for graduation purposes

## February

- National School Counselors' Week
- Help plan registration process
- Contact parents/guardians of students at risk
- SAT, ACT testing and registration
- Administer state DWA test
- Continue classroom units and groups.
- Work on four-year planner for eighth graders and updating planner of grade 9-11 students

**March**

- Continue with registration process
- Continue classroom units
- Attend ISCA spring conference
- Parent-teacher conferences
- Boys and Girls State representatives selected
- Participate in CST meeting for special education
- Finish planning transition for grade 6 and 9

**April**

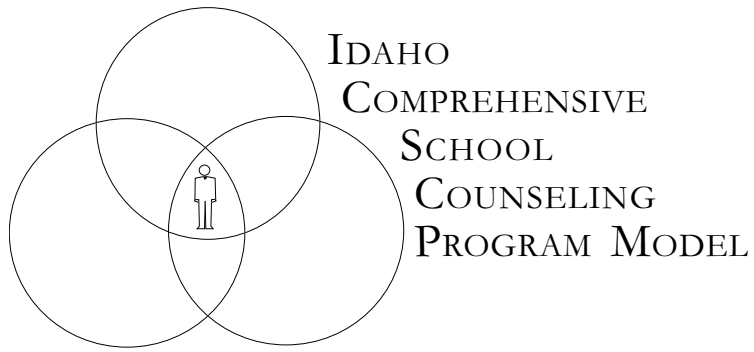
- Contact parents/guardians of at-risk students
- Career Fair
- Continue classroom units, groups, etc.
- Finish registration
- Screen students for placement
- Begin transition process for students
- Attend IEP meetings for annual review
- Advertise summer opportunities
- Prepare for graduation/transitions

**May**

- Complete scholarship list
- Final transcript requests
- Notify parents/students of summer school classes
- Update records
- Finish classroom units, groups, etc.
- Prepare for closure of groups
- Preparation for graduation
- Evaluate year and plan for next year

**Ongoing**

- Make pertinent articles and research available to staff
- Keep accurate, confidential log
- Plan schedule for parent newsletter
- Prepare classroom units
- Attend parent/guardian conferences
- Plan public relations activities
- Contact students at risk
- Keep administration informed of activities



## Appendix I:

# Sample Program Evaluation Self-Study

# PROGRAM EVALUATION SELF-STUDY

## **Counseling Department Staff:**

### **I. Description of School, Community, and Counseling Program.**

Items to cover may include: counseling philosophy statement, school enrollment by grade levels, the ethnic composition of the student body by percentage, the general socio-economic status of the school and community, the educational level of students as reflected by appropriate test and assessment measures, number of faculty and district specialists available to the school, a definition of counselor job description, major assignments, special assignments given counselors and the percentage of counselor time, for the previous year, that was spent in the delivery of services in the counseling program (guidance curriculum, individual student planning, responsive services, system support and non-counseling activities).

## II. Structural Components: Program Philosophy and Planning

Read the following statements about the counseling philosophy and plan and respond by circling the appropriate number.

4 = Exceeds Expectations

3 = Satisfactory

2 = Below Expectations

1 = Not Satisfactory

na = Does not apply

### Description

1. The program is based on an assessment of student needs	4	3	2	1	na
2. The program is based on an assessment of community needs.	4	3	2	1	na
3. The philosophy of the program is written and includes rationale assumptions and definition.	4	3	2	1	na
4. Priorities for student skill development are established for each grade level.	4	3	2	1	na
5. The program has an annual plan which, for the most part, is followed.	4	3	2	1	na
6. There is a functioning advisory committee.	4	3	2	1	na
7. The program is evaluated annually.	4	3	2	1	na
8. Adequate budget is available to support the program.	4	3	2	1	na
9. Facilities meet program requirements.	4	3	2	1	na

### Evaluation of Program Philosophy and Planning

1. Major strengths:
2. Items in greatest need of strengthening:

### Plans for improvement of Program Philosophy and Planning:

1. Short Range Goals:
2. Long Range Goals:

### III. Personal and Career Development Curriculum

Please read the following statements about the personal and career development curriculum portion of the counseling program and respond by circling the appropriate number.

4 = Exceeds Expectations

3 = Satisfactory

2 = Below Expectations

1 = Not Satisfactory

na = Does not apply

#### Description

1. All students are assisted in a systematic way to develop knowledge, understanding, and skills identified as necessary to enhance their personal, social, career, and educational development.	4	3	2	1	na
2. Developmentally appropriate student competencies are specified for each grade level grouping.	4	3	2	1	na
3. Competency selection is based on an assessment of student needs.	4	3	2	1	na
4. The curriculum is delivered through classroom and group activities.	4	3	2	1	na
5. Teachers have the opportunity to infuse appropriate counseling learning activities into their regular classroom instruction.	4	3	2	1	na
6. Facilities and equipment used for curriculum activities are adequate.	4	3	2	1	na
7. Sufficient materials are available to support the curriculum.	4	3	2	1	na
8. Student competencies are assessed systematically.	4	3	2	1	na
9. Effectiveness of the curriculum for each grade level is evaluated annually.	4	3	2	1	na

#### Evaluation of Guidance Curriculum

1. Major strengths:

2. Items in greatest need of strengthening;

#### Plans for Improvement of Guidance Curriculum

1. Short Range Goals:

2. Long Range Goals:

#### IV. Individual Student Planning

Please read the following statements about the individual student planning portion of the counseling program and respond by circling the appropriate number.

4 = Exceeds Expectations

3 = Satisfactory

2 = Below Expectations

1 = Not Satisfactory

na = Does not apply

##### Description

1. Students are provided information and assisted in applying the competencies necessary to make plans toward their established goals.	4	3	2	1	na
2. Activities are related to learning activities in the Personal/Social and Career Development Curriculum.	4	3	2	1	na
3. There is a systematic approach to helping students make appropriate educational plans.	4	3	2	1	na
4. There is a systematic approach to help students understand themselves through effective interpretation of standardized and individual test results.	4	3	2	1	na
5. Activities are implemented through effective use of: a. Individual appraisal. b. Individual advisement. c. Placement.	4	3	2	1	na
6. Accurate, appropriate, and effective printed information is distributed to support the individual planning efforts of students and their parents/guardians.	4	3	2	1	na
7. Facilities and equipment for activities are adequate.	4	3	2	1	na
8. Student competencies gained from activities are assessed yearly.	4	3	2	1	na

##### Evaluation of Individual Student Planning

1. Major strengths:
2. Items in greatest need of strengthening:

##### Plans for Improvement of Individual Student Planning

1. Short Range Goals:
2. Long Range Goals:

## V. Responsive Services

Read the following statements about the responsive services portion of the counseling program and respond by circling the appropriate number.

4 = Exceeds Expectations

3 = Satisfactory

2 = Below Expectations

1 = Not Satisfactory

na = Does not apply

### Description

1. Students are assisted in solving immediate problems that interfere with their personal, social, career, and educational development.	4	3	2	1	na
2. A balance of service is maintained for students with preventive and remedial level needs.	4	3	2	1	na
3. There is systematic provision of services in: A. Consultation B. Personal Counseling C. Crisis Counseling D. Referral	4	3	2	1	na
4. Services are provided on the basis of assessed student needs.	4	3	2	1	na
5. The counseling department maintains an adequate list of referral resources.	4	3	2	1	na
6. Counselors maintain regular and effective communication with community agencies, including follow-up on referrals.	4	3	2	1	na
7. Counselors are accessible to all students.	4	3	2	1	na
8. Facilities and equipment available for services are adequate.	4	3	2	1	na
9. Materials available to support activities are assessed regularly.	4	3	2	1	na

### Evaluation of Responsive Services

1. Major strengths:

2. Items in greatest need of strengthening:

### Plans for Improvement of Responsive Services

1. Short Range Goals:

2. Long Range Goals:

## VI. System Support

Please read the following statements about the system support portion of the counseling program and respond by circling the appropriate number.

4 = Exceeds Expectations  
3 = Satisfactory  
2 = Below Expectations

1 = Not Satisfactory  
na = Does not apply

### Description

1. Administrative procedures provide for appropriate use of the counselor's (counselors') professional skills.	4	3	2	1	na
2. Counselor involvement in activities outside of their area is minimal.	4	3	2	1	na
3. Counselor(s) are provided with professional growth opportunities.	4	3	2	1	na
4. Department paraprofessional staff provide needed support to counseling staff.	4	3	2	1	na
5. Time is provided for counseling program activity planning and evaluation.	4	3	2	1	na
6. An appropriate budget is provided to the counseling department by the administration.	4	3	2	1	na
7. Facilities and equipment are available and adequate for effective implementation of the program.	4	3	2	1	na
8. Counselor(s) are provided sufficient access to all students allowing for an effective counseling program.	4	3	2	1	na
9. Opportunities are provided for counselor(s) to explain the counseling program to staff, administration, the school board, and the community.	4	3	2	1	na
10. Opportunities are taken by counselor(s) to explain the counseling program to staff, administration, the school board, and the community.	4	3	2	1	na

### Evaluation of System Support

1. Major strengths:
2. Items in greatest need of strengthening:

### Plans for Improvement of System Support

1. Short Range Goals:
2. Long Range Goals:

## **VII. Summary of Counseling Program Evaluation Self-Study**

### **Evaluation of Overall Plan**

1. Prioritized list of major strengths:
  
  
  
  
  
  
  
  
  
  
2. Prioritized list of items in greatest need of strengthening:

### **Plan for Improvement of Overall Plan**

1. Prioritized Short Range Goals and time line:
  
  
  
  
  
  
  
  
  
  
2. Prioritized Long Range Goals and time line:
  
  
  
  
  
  
  
  
  
  
3. Barriers to be considered:
  
  
  
  
  
  
  
  
  
  
4. Points of actions to overcome barriers:

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Seattle Office  
U.S. Department of Education  
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Seattle, WA 98174-1099  
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